**Breakout 1: RESPONDING (face to face/ in the moment)**

* Role play (see below) Script
* Use of student samples
  + Understanding what the sample is saying about what the student knows and understands conversation/written dialogue
  + Stop and look at the math and content knowledge

How to use questions to evoke/expose further thinking

Questions for scaffolding

Facilitators take note of student and teacher, group listens, then groups discuss what they heard and “where to go” from there

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| --- | --- | --- | --- | --- |
| Will be videos to use after the plenary | Get into content knowledge “what mathematics do you see? | Further questions and prompts to further evoke and expose thinking  Or to push student understanding further | Assessment for learning opportunities  Value to observations and conversations | Say triangulation of  data  Write  do |

How different responses are used for different purposes

**Freeze frame**

* Play video to a key moment, then freeze and “turn and Talk” How would you respond?
* Four corners: what would you do? [nothing, scaffolding questions, prompt, direct instruction, paraphrase, stop the class and reteach, panic, asking for student feedback

Responding to a student in a whole class setting (How do you save face while still dealing with the error vs Individually/small group

Resources: Classroom discussions, five talk moves

Three strategies for promoting math disagreements Teaching Children Mathematics May 2011

Effective ways to respond to both correct and incorrect answers

Teaching students to respond to each other